Fresno Unified
School District

Fresno Unified School District
English Learners Task Force

May 27, 2009

FUSD CORE BELIEFS

Student Learning
Every student can and must learn at grade level and beyond

High Quality Instruction
Teachers must demonstrate the ability and desire to educate each child at a high level

Leadership
Leaders must perform courageously and ethically to accomplish stated goals

Safety
A safe learning and working environment is crucial to student learning

Culture
Fresno Unified is a place where:
- Diversity is valued
- Educational excellence and equity are expected
- Individual responsibility and participation by all is required
- Collaborative adult relationships are essential
- Parents, students and the community as a whole are vital partners

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Table of Contents

Members of the Task Force included teachers, a bilingual teaching associate, district and site administrators, parents, and community members. With diverse representation, the Task Force aspired to eliminate the knowledge gap and collaboratively outline district-wide strategies compatible with the Fresno Unified School District's Board's Core Beliefs and Commitments and the Theory of Action.

The purpose of the Superintendent's English Learners Task Force is to make recommendations to the Superintendent and the Board of Education about how best to serve all English Learners enabling them to meet or exceed the District Goals.

Three necessary values emerged to successfully implement the recommendations:

- **Shared Ownership of All Students** – All Fresno Unified School District staff are committed to provide the best possible services to all English Learners.
- **Shared Knowledge and Practices** – The Fresno Unified School District shares its expertise in curriculum, professional learning, techniques and research in order to fulfill a vision to achieve its mission.
- **Active Teamwork** – All departments and schools work together as a team to help each English Learner achieve his/her highest potential.

While student achievement data indicate that English Learners in Fresno Unified School District show relative academic progress when compared to English Learners in the rest of the State of California, the district's commitment is to prepare career ready graduates and ensure that:
1. All students will excel in reading, writing, and math
2. All students will engage in arts, activities, and athletics

3. All students will demonstrate the character and competencies for workplace success
4. All students will stay in school on target to graduate

The Superintendent's English Learners Task Force is offering recommendations in seven major areas. These major areas in which recommendations are being made include:

- Effective Teaching Practices: Instructional practices that produce high levels of student achievement
- Professional Learning: Formal Training and Coaching Support for Teachers, Administrators, and Support Staff
- Student Placement System: How students are assigned to programs and courses
- Student Monitoring System: Review progress in English language acquisition and academic achievement
- Structured English Immersion Program: Refine the model for Structured English Immersion Programs PreK-6 and 7-12
- Additional Programs: Instructional Programs for English Learners at the Beginning, Early Intermediate, and Intermediate English Language Development (ELD) Levels
- Community and Parent Involvement: Collaborate with parents and other stakeholders and keep them informed about the District's work on behalf of students

The Task Force reviewed and analyzed student performance data, listened to a number of nationally known experts in the field of English Learner education, studied current practices, visited schools, observed in classrooms, and reviewed research-based strategies.

This information was utilized to make recommendations in the seven major areas mentioned above to improve the learning opportunities for all English Learners and accelerate their academic achievement.

I. Current Reality for English Learners in FUSD

Fresno Unified School District has been home to English Learners (students whose primary language is not English) for generations. Approximately one-third of the district's 74,000 students are identified as English Learners and their ethnic backgrounds vary greatly. Currently, FUSD serves 32,079 students whose primary language is not English, including 20,611 identified English Learners, 8,084 Re-designated Fluent English Proficient (RFEP), and 3,384 students whose primary language is not English, but were deemed Fluent English Proficient upon entering

Demographic Information

The majority of the district's English Learners are students whose primary language is Spanish, but there are more 50 languages spoken in the district. Together, the top four languages account for 96% of the 32,079* English Learners, including:

- 70.3% Spanish
- 20.5% Hmong
- 2.8% Khmer
- 2.6% Lao

*R-30 Language Census Report -Spring 2008

English Learners Student Achievement Data

California Standards Test (CST)
The California Standards Test (CST) assesses the level of mastery of grade level standards in English language arts and mathematics for students in grades 2-11. Students receive a scaled score based on their academic performance and are placed in one of the following bands based on that score: *Far Below Basic*, *Below Basic*, *Basic*, *Proficient*, and *Advanced*. The goal is for all students to achieve at the *Proficient* or *Advanced* levels.

In comparison to English Only students, fewer English Learners attained *Proficient* or *Advanced* on the 2008 California Standards Test in English Language Arts (CST ELA).

- 9.2% of English Learners scored at the Proficient or Advanced level, in comparison to 36.7% of English Only students.

In comparison to English Only students, fewer English Learners attained *Proficient* or *Advanced* on the 2008 California Standards Test in Mathematics (CST Math).

- 28.7% of English Learners scored at the *Proficient* or *Advanced* level, in comparison to 43.5% of English Only students.

Students who have been redesignated to Fluent English Proficient score significantly higher on the 2008 CST ELA and Math than English Learners and English Only students.

- 47% of Redesignated Fluent English Proficient students scored at the *Proficient* or *Advanced* level on the CST English Language Arts

- 68.9% of Redesignated Fluent English Proficient students scored at the *Proficient* or *Advanced* level on the CST Mathematics

Grade Level Assessment of Standards (GLAS)
The Grade Level Assessment of Standards (GLAS) is a district benchmark assessment of the proficiency of grade level standards in English language arts and mathematics for students in grades 1-6. It is administered three times per year.

Assessment of Critical Standards (ACS)
The Assessment of Critical Standards (ACS) is a district benchmark assessment of the proficiency of grade level standards in English Language Arts and

Mathematics for students in grades 1-11. It is administered three times per year.

California English Language Development Test (CELDT)

The California English Language Development Test (CELDT) assesses a student's proficiency in reading, writing, listening, and speaking English. The CELDT measures and identifies five stages of English language acquisition: Level 1– Beginning; Level 2 – Early Intermediate; Level 3 – Intermediate; Level 4 – Early Advanced; Level 5 – Advanced. English Learners may be redesignated to Fluent English Proficient status when they attain an overall Intermediate level, and meet the criteria for achievement of the California Content Standards. Highlights of the English Learners' language development progress include:

- 54.4% of the FUSD English Learners population met annual progress in learning English on the 2007-2008 CELDT compared to 35.5% in the County of Fresno.

- 31% of FUSD English Learners attained English Proficiency on 2007-2008 CELDT compared to 6.9% in the County of Fresno.

Redesignation of English Learners

There are currently 8,084 Redesignated Fluent English Proficient students in FUSD, which represents about 11% of the total student enrollment.

998 students were redesignated in the spring of 2007, compared to 2,294 in spring of 2008.

Longitudinal Study

FUSD, Research, Evaluation, and Assessment Analyst Dr. Ben Atitya conducted a 10-year longitudinal study (1997-2007) of a cohort of students in the District. The cohort included 6,935 incoming kindergarten students, of which 4,352 were English-Only and 2,583 were English Learners. The study sought to explore the following three questions:

1. How long does it take English Learners to become fully proficient in English?
2. What is the academic performance of English Learners and how does it compare with that of English Only peers?

3. At the high school level, what is the CAHSEE passing rate for EL students and are they prepared to continue their education at college level?

Findings indicate that only 8% of the students in this cohort attained redesignation after four years in FUSD schools, 27% were redesignated after seven years; and after 10 years in FUSD schools, only 40% of the students in the cohort attained redesignation to Fluent English Proficient status.

In exploring how the academic progress of English Learners compares to that of English Only students, the data clearly indicates that starting in second grade, which is the first year of formal assessment of standards, 14.8% of English Only students attained *Proficient* or *Advanced* in the California Standards Test in English Language Arts, compared to only 3.2% of English Learners attaining that level. The gap in academic achievement between English Only students and English Learners remained consistent throughout the grades (between 7% and 12%). However, English Learners who attained redesignation, outperformed both English Only and English Learners by 18% to 33% consistently between 6th and 10th grades.

This report indicates that the students who continue to be English Learners throughout their school years, only 35% pass the California High School Exit Exam (CAHSEE), compared to 91% of those students who attained redesignation.

The study concludes that the number of years it takes an English Learner to attain fluency in English varies. Many factors influence how long it will take an English Learner to reach redesignation, including:

- Proficiency in the primary language
- Literacy in the primary language
- Education levels of the parents
- Education background of the students
- Whether or not there are other siblings in the home who speak English

Many of these factors are not in the area of influence of the education system, but some of

them are and the District is committed to identifying and addressing those factors that fall under its responsibility.

Programs Serving English Learners

 English Learners in FUSD are served in several programs:

- Structured English Immersion (SEI) designed to assist them in learning English, while not falling behind in the content areas. This program is designed for English Learners at ELD levels 1-3.

- Mainstream Program, similar to SEI, but designed for English Learners at ELD levels 4 and 5.

- Bilingual Instruction, taught in the students' primary language (Spanish) in Language Arts

and mathematics and gradually increasing the amount of instruction in English until they reach proficiency. English Learners at ELD levels 1-5 may participate in these programs.

- Two-Way Immersion programs designed for English Learners and English Only students. The goal of this program is for students to reach fluency in both languages (English and Spanish).

- In high schools and middle schools, classes include English Language Development classes specially adapted to give additional support for practice in listening, speaking, reading and writing English. Additionally, students receive support in the content areas through Specially Designed Academic Instruction in English (SDAIE) strategies that ensure students are provided access to the core curriculum.

II. Task Force Process

The membership of the Superintendent's English Learners Task Force represented the diversity of the staff and community of the Fresno Unified School District (see Appendix A for a complete list of members). Members included representatives from parents, community, teachers, a bilingual teacher assistant, district and site administrators, and one FUSD Board of Education member. Members represented their constituent groups' points of view, including pre-K through adult education.

The Task Force analyzed student achievement data and examined research compiled by experts in the field of second language acquisition. In addition to their study of current research, members visited school sites in a neighboring district, Sanger Unified School District. This district has shown significant improvement in the number of English Learners reaching *Proficient* and *Advanced* levels in the areas of English language arts and mathematics as measured in the California Standards Test (CST). Using student assessment data, along with this research and the visitation information, the Task Force targeted areas for improvement and discussed the most appropriate methods to support English Learners in Fresno Unified School District (see Appendix b for a complete list of the task force meetings and topics covered)

III. What the Research Tells Us

The group analyzed student achievement data and examined research compiled by experts in the field of second language acquisition. In addition to their study of current research, members visited school sites in a neighboring

Schools serve an increasingly multilingual population. Academic expectations for language and literacy for all students in the United States, including newcomers, have been raised by the No Child Left Behind Act of 2001. In order for schools to effectively prepare students to thrive in the economic and social world of the 21st Century, teachers need to have a focused systematic approach to teaching language in every classroom, in every subject area, every day.

The Task Force investigated necessary practices and research around the country, listened to experts in the field of English Learners education, and participated in direct classroom observations in order to identify the best practices that the district must employ to ensure the academic success of English Learners.

Experts in Second Language Acquisition

The Superintendent's English Learners Task Force reviewed and discussed research from leading experts in second language acquisition. In particular, the Task Force studied the works of:

- **Dr. Kenji Hakuta:** Experimental Psycholinguist at Stanford University who wrote: *Similar Students, Different Results*. This article refers to a study of 237 schools that serve English Learners that come from similar backgrounds and have similar academic needs, but some schools are having more success than others.
- **Dr. Kevin Feldman:** Director of Reading and Early Intervention at Sonoma County Office of Education and Professor of Special Education in Sonoma State University author of *Report of the California Special Ed. Reading Task Force, They Can All Read:*
  - *Linking Research to Practice with Struggling Readers.*
- **Dr. Kate Kinsella:** Professor at San Francisco State University and co-author of *READ 180*

Intervention Program and *the Lbook,* oral language instruction for English Learners.
- **Susana Dutro:** Founder of EL Achieve and author of *A Focused Approach to Frontloading Instruction for English Learners*, *Systematic ELD,* and other teaching resources.
- **Dr. Robert Linquanti:** Project Director and Senior Research Associate with the Region XI Northern California Comprehensive Assistance Center and the Western Regional Educational Laboratory, both at WestEd.

Research Data

The following data represents a synthesis of research reviewed by the Task Force:

- Teaching English is a shared responsibility. Teachers from all disciplines are responsible to teach the academic English necessary to learn and use what is being taught.

- Teaching *IN* English does not equal teaching English.

- A significant cause of the achievement gap between socioeconomic groups is actually a language gap.

- Academic English is different from everyday conversation. It is the language used in texts, in academic discussions, and in formal writing. It requires students to use linguistic skills to interpret and infer meaning.

- Academic English figures heavily in most standardized tests: California Achievement Test-6th Edition (CAT/6), California Standards Test (CST), Scholastic Assessment Test (SAT), Scholastic Assessment Test II (SAT II), California High School Exit Exam (CAHSEE), and other school exams.

- Learners who receive little direct instruction fail to acquire academic English.

- Academic success depends on learning to read well, but this alone is not sufficient.

- An increase in academic English practice is vital for second language acquisition. One study found that 4% of an English Learner's day was spent engaged in student talk; while only 2% of the day was spent engaged in academic talk.

- The explicit teaching of vocabulary is an important component for acquiring academic English.

- Vocabulary instruction, as a curriculum anchor, must be front-loaded or pre-taught to help learners access the core content curriculum.

- Frontloading instruction means teaching sentence structures and vocabulary that students need in order to engage in upcoming content lessons.

- Student achievement data should be organized so that it is more user-friendly and can be used to track English Learners' academic progress.

- Student achievement data should be collected, analyzed, and shared with administrators and teachers to provide information about English Learners.

- For many English Learners, academic achievement decreases as they progress through the grades and language proficiency growth stalls at the intermediate level.

- Learning academic English is probably one of the surest, most reliable ways of attaining socioeconomic success in the United States today.

- English Learners face a daunting task.
  - They must learn English:
    - Phonology
    - Verbal fluency, including rhythm and cadence
    - Vocabulary (basic, general utility, low utility/content specific)
    - Syntax (word order)
    - Language forms (structures, verb tenses, grammar)
    - Functions (for both social and academic purposes)
    - Discourse styles in speaking and writing (formal/informal and social/academic)

  - They must learn critical English language arts skills and strategies:
    - Reading
    - Phonological awareness
    - Phonics, letter sound correspondence, orthographic patterns
    - Word recognition
    - Reading fluency and automaticity
    - Comprehension strategies
    - Literary analysis
    - Narrative and expository text structures
    - Writing
    - Speaking
    - Listening

  - They must master California Content Standards in all other subjects:
    - Mathematics
    - Science
    - Social Science
    - Visual and Performing Arts

  - They must acquire mainstream cultural awareness about the following:
    - Celebrating national, local, cultural holidays and events
    - Making appropriate gestures
    - Learning body language skills
    - Using non-verbal communication
    - Defining the concept of respect
    - Helping parents acculturate to new school systems
    - Understanding their parents' and their own rights
    - Interpreting school culture for parents and students

Observational and Interview Data

Instructional Programs and Services
Although the Master Plan for English Learners, 2005 (See Appendix E for a synopsis of the Master Plan for English Learners) includes many of the *best practices* as identified in the research, FUSD has not implemented

this plan consistently or with fidelity. Some items in the Master Plan have become obsolete, such as the goals for English Learners, which are not aligned with the District Goals established in 2008. Some of the strategies provide access to the core curriculum. Therefore, this plan needs to be revised to meet the needs of current FUSD students. Additionally, the Task Force learned about some best practices that were not part of the Master Plan in 2005.

FUSD provides instruction to English Learners in four main instructional programs:
- Structured English Immersion (for ELs at ELD levels 1-3)
- Mainstream (for ELs at ELD levels 4 & 5)
- Bilingual (for ELs at ELD levels 1-7)
- Two-Way Immersion (for ELs at ELD levels 1-5)

The great majority (93%) of English Learners in the district are served in Structured English Immersion and Mainstream programs.

Ten years ago implementation of the Compliance Agreement led staff attention to focus on compliance, rather than on the quality of instruction needed to meet the instructional needs of EL students. The Department of English Learner Services, therefore, made a concerted effort to focus on:

1. Supporting the instructional needs of students, ensuring that schools receive accurate and timely data to monitor the progress of English Learners and provide professional development.
2. Utilizing EL/ELD Instructional Coaches to provide one-on-one professional development coupled with demonstration lessons, observation and coaching to ensure that newly learned strategies become part of the day-to-day instruction.
3. Providing professional development to ensure that teachers and administrators have full understanding of the core content standards, including the standards for English Language Development.
4. Ensuring that caring actions of teachers and administrators do not result in "watered down" curriculum, causing English Learners to struggle for access to grade level standards and expectations.
5. Expecting high expectations and accountability through the identification of critical standards and

focused instruction to ensure equity in learning opportunities for English Learners.

Classroom Observations
Members of the English Learners Task Force visited the following school districts and school sites to observe effective teaching strategies for English Learners:

Sanger Unified School District

- Task Force members visited Reagan Elementary School, (K-5) to learn about their Response to Intervention approach to student interventions. The school has a very good representative program of how they monitor and adjust instruction for students who need assistance.

- Task Force members visited Sanger High School to view their full inclusion special education program. Time was also be spent looking at and discussing Sanger High's EL program. Sanger High is currently nominated and soon to be named for the second time, a State Distinguished School.

- Task Force members visited Washington Academic Middle School (WAMS) to observe highly focused instruction. Using Explicit Direct Instruction to deliver core instruction, WAMS has shown tremendous growth among all students. With a focus on English Learners, WAMS has been successfully moving students up the proficiency levels. WAMS leads the Sanger Unified School District in English Learner Reclassification rate with an RFEP rate of 40.4%.

- Task Force members visited Lone Star Elementary School to observe instruction focusing on English Learners. Lone Star has the most languages represented than any other school in the Sanger Unified School District. Meeting the challenges of such diversity has been a struggle, yet Lone Star Elementary continues moving their English Learners' toward reclassification.

English Learner School Level Tool (ELSLT)

In the Spring of 2008, all FUSD schools were asked to conduct an assessment of their instructional programs and services for English Learners using the English Learner School Level Tool (ELSLT) (see appendix D) provided by the California Department of Education. This instrument is a project to measure levels of implementation of English Learner programs in schools. The EL-SLT includes 54 items grouped into nine essential program components (EPC). The nine EPCs and the number of items under each EPC (in parenthesis) are listed below.

1. Instructional Program (14 items)
2. Instructional Time (10 items)
3. Principal's Instructional Leadership Training (4 items)
4. Credentialed Teachers and Professional Development (5 items)
5. Student Achievement Monitoring System (4 items)
6. Ongoing Instructional Assistance and Support for Teachers (4 items)
7. Monthly Collaboration for Teachers by Grade Level or Department (6 items)
8. Lesson Pacing Schedule and Intervention (4 items)
9. Fiscal Support (3 items)

English Learner School Level Tool (ELSLT) –Results

Among elementary schools, there were five program components where significant number of schools indicated relative weakness in implementation:
- Lesson Pacing Schedule and Intervention (44 schools)
- Ongoing Instructional Assistance and Support for Teacher (30 schools)
- Credentialed Teachers and Professional Development Opportunity (26 schools)
- Monthly Teacher Collaboration (26 schools)
- Instructional Time (22 schools)

On the other hand, the remaining four components may be considered relative strengths. These are:
- Student Achievement Monitoring System (4 schools)
- Principals' Instructional Leadership Training (5 schools)

- Instructional Program (6 schools)
- Fiscal Support (8 schools)

For the middle schools, the relative program weaknesses are:
- Credentialed Teachers and Professional Development Opportunity (7 schools)
- Instructional Time (5 schools)
- Lesson Pacing Schedule and Intervention (5 schools)
- Monthly Teacher Collaboration (4 schools)

Components representing program strengths include:
- Principals' Instructional Leadership Training (0 school)
- Student Achievement Monitoring System (1 school)
- Fiscal Support (1 school)
- Instructional Program (2 schools)
- Ongoing Instructional Assistance and Support for Teachers (3 schools)

For the high schools, the relative program weaknesses are:
- Monthly Teacher Collaboration (9 schools)
- Lesson Pacing Schedule and Intervention (8 schools)
- Credentialed Teachers and Professional Development Opportunity (6 schools)
- Instructional Time (5 schools)
- Ongoing Instructional Assistance and Support for Teachers (4 schools)

Components representing program strengths include:
- Fiscal Support (0 school)
- Instructional Program (2 schools)
- Student Achievement Monitoring System (2 schools)
- Principals' Instructional Leadership Training (3 schools)

In summary, FUSD schools tend to share the same set of weak and strong program components. The areas in need of attention are Lesson Pacing Schedule and Intervention, Ongoing Instructional Assistance and Support for Teacher, Credentialed Teachers and Professional Development Opportunity, Monthly Teacher Collaboration, and Instructional Time. While

instructional time is defined and limited, the remainder four areas are related to teacher preparedness. It is evident that providing professional learning opportunities for teachers and school leaders and assisting and supporting the implementation of the new learning is critical if there is to be improvement in the district's programs and services for English Learners.

Information Gained Through Observations
The following information was collected during observations and visitations with teachers, English Learners coordinators, and school principals:

- Instructional strategies must be systematic.
- Additional personnel such as instructional coaches and district coordinators would support curriculum development and assist in the monitoring of resources.
- Additional resources and curricular materials would support second language acquisition, especially for newcomers and limited English speakers.
- A Professional Learning Plan that provides systematic training in effective English Learners instruction and assessment strategies for all teachers is needed.
- A Professional Learning Plan on effective English Learners teaching practices and assessments must be developed.
- Professional Development should include the use of English Learners strategies, as well as cultural sensitivity.
- Teachers want/need professional learning opportunities that focus on specific strategies

that will act as an intervention for English Learners.
- More time should be allocated for professional development.
- We must provide ongoing training for bilingual teaching associates.
- Students need to have access to core classes, especially at the high school level. There needs to be a systematic approach for instructing English Learners.
- Release time for English Learners site coordinators is necessary to enable them to meet with staff, students, and parents to coordinate and oversee English Learners services.
- Professional development on how best to use Bilingual Instructional Aides (BIAs) in the classroom would make their time more effective.
- A standards-based English language assessment, used throughout the year, would provide data to move more students to higher levels of achievement.
- Common assessments would support movement within the English Learners program and for redesignation.
- Current assessments do not help place students in appropriate classes.
- It is vital that we work with parents to help bridge the gap in communication between school and various communities.
- English Learners parent meetings, Back-to-School Night, and Open House facilitate school/parent communication.

IV. Guiding Principles and Criteria for Recommendations

Before developing the recommendations, the Task Force established guiding principles to form a context for the work and a set of criteria to frame the recommendations.

These following principles acted as an antecedent for all group discussions

- All school sites must build shared ownership and support to ensure that all English Learners will meet or exceed Fresno Unified School District's Board adopted Goals for 2008-2013 and Annual Performance Targets.

- Teachers must utilize research-based instructional strategies compatible with the district's approach to literacy for English Learners.

- All school sites must systematically monitor their academic progress to ensure that English Learners become Fluent English Proficient (FEP).

- The Professional Learning Plan for all teachers and leaders must be restructured so that there is a specific focus on supporting English Learners

The Task Force developed the recommendations using criteria that would guide a practical implementation plan. During discussions, members of the Task Force applied the criteria listed below to ensure that all recommendations:

1. Address the root causes and meeting the specific identified needs
2. Actionable
3. Measurable, and
4. Support the FUSD Board adopted Goals for 2008-2013

V. Recommendations

The Superintendent's English Learners Task Force is offering recommendations in seven major areas. These major areas in which recommendations are being made include:

1. **Effective Teaching Practices**: Instructional practices that produce high levels of student achievement
2. **Professional Learning**: Formal Training and Coaching Support for Teachers, Administrators, and Support Staff
3. **Student Placement System**: How students are assigned to programs and courses
4. **Student Monitoring System**: Review progress in English language acquisition and academic achievement
5. **Structured English Immersion Program**: Refine the model for Structured English Immersion Programs PreK-6 and 7-12
6. **Additional Programs**: Instructional Programs for English Learners at the Beginning, Early Intermediate, and Intermediate English Language Development (ELD) Levels
7. **Community and Parent Involvement:** Collaborate with parents and other stakeholders and keep them informed about the District's work on behalf of students

1. **Effective Teaching Practices** – Instructional practices that produce high levels of student achievement

Over the years, FUSD teachers have received training in the use of instructional practices appropriate to instruct English Learners. There is much research that identifies practices that have been proven to produce high levels of student achievement. The Task Force selected a number of research-based strategies to effectively target the instructional needs of English Learners. The following recommendations will guide the district's professional development activities to ensure there is consistent professional development for K-12 grade teachers.

Recommendation	Actions

1.1 Identify and select for district-wide implementation the instructional practices that produce the highest level of achievement for EL students	1.1.a) Convene district work teams to develop and plan modules for implementation of those best practices
	1.1.b) Best practices include:
	   • Focused Approach to Frontloading Instruction for English Learners
	   • Sheltered Instruction Observation Protocol (SIOP) Strategies Structured student engagement
	   • Generating Expectations for Student Achievement (GESA)
	   • Systematic ELD
	   • Thinking Maps
	   • Advancement Via Individual Determination (AVID) strategies

1.2 Monitor effective teaching practices throughout the district	1.2.a) Train teachers and administrators to use the identified strategies 1.2.b) Provide coaching support to teachers and administrators to use the identified strategies 1.3.c) Supervise implementation of identified strategies

2. Professional Learning – Formal Training and Coaching Support for Teachers, Administrators, and Support Staff

The Task Force identified professional development as a critical need. The following recommendations will ensure all teachers and administrators are provided with systematic and targeted professional development coupled with coaching support to ensure they are well prepared to meet the instructional needs of English Learners.

Recommendation	Actions
2.1 Develop a professional learning system and implementation plan to continuously train administrators, teachers, and support staff on effective delivery of best instructional practices	2.1.a) Provide professional learning for teachers and administrators on how to teach content and language simultaneously 2.1.b) Provide professional learning in research-based best practices, collaboration based on data, differentiated instruction and focused lesson planning to meet the needs of English Learners across content areas including ELD from newcomer through advanced proficiencies. 2.1.c) Provide professional learning on high quality instructional practices including such programs as: • Focused Approach to Frontloading Instruction for English Learners • Sheltered Instruction Observation Protocol (SIOP) Strategies • Structured student engagement • Generating Expectations for Student Achievement (GESA) • Systematic ELD • Thinking Maps • Advancement Via Individual Determination (AVID) Strategies 2.1.d) Establish district protocol for training new teachers who teach ELD
2.2 Provide training for teachers and administrators at all grade levels on how to prepare EL students to be career ready graduates	2.2.a) Communicate requirements to graduate from FUSD, to pursue higher education, and to be career ready graduates to all FUSD students including: • A-G requirements • Career exploration and planning • Advanced Placement, Honors, and Career Technical Education (CTE) courses
2.3 Create a culture of high expectations for EL students among all teachers and administrators	2.3.a) Identify observable indicators of a culture of high expectations, including: • Teaching to grade level standards • Teaching to mastery • Non-negotiable expectations for adult behaviors • Other

3. **Student Placement System** – How students are assigned to programs and courses

There is a need to create a system that places English Learners in classes that will prepare them for careers beyond high school graduation. The following recommendations will ensure that all English Learners, with particular focus on long-term English Learners in secondary schools are placed in courses that will meet college entry requirements and ensure career opportunities beyond high school.

Recommendations	Actions
3.1 Establish district-wide criteria for placement into all EL programs	3.1.a) Review and refine placement tools and criteria in the different EL program models (Structured English Immersion, Limited English Proficient-Mainstream Bilingual and Two-way Immersion). 3.1.b) Frequently communicate placement guidelines that support access to the core curriculum. 3.1.c) Develop and implement clear pathways to graduation for English Learners and options for English Learners entering the system in mid to upper grades
3.2 Monitor student placement in EL programs at least two times a year to ensure proper placement	3.2.a) Convene a secondary EL Work Team to monitor placement of students each year 3.2.b) Review lists of students who meet criteria for redesignation and guarantee school sites ensure completion 3.2.c) Expect counselors to communicate all post-secondary options to students 3.2.d) Implement use of multiple measures of student achievement (provided by district office to site master schedulers) for student placement in ELD/ELA courses 3.2.e) Explore developing a writing assessment as part of the criteria for monitoring progress of student achievement 3.2.f) Create course credit guidelines so that counselors and registrars accurately review transcripts from other countries
3.3 Establish and implement district-wide criteria for exiting EL programs	3.3.a) Develop an implementation plan for monitoring the consistent application of exit criteria.

4. Student Monitoring System – reviewing progress in English language acquisition and academic achievement

Over forty percent of English learners in the district do not attain redesignation to Fluent English Proficient status. Only one in every five English Learners is attaining Proficient or Advanced in English language arts and mathematics. The following recommendations will ensure the progress of English Learners is monitored and interventions are provided when they are not progressing in acquiring English proficiency or attaining proficiency in English language arts and mathematics.

Recommendation	Actions
4.1 Frequently monitor student progress at the school and district level	4.1.a) Following the Cycle of Continuous Improvement, regularly review student outcome data on District's Data Dashboard and other key indicators (GLAS, ELDA, ACS, CST, CAHSEE, etc.) 4.1.b) Monitor redesignation rates and take action to ensure all ELs who meet the criteria for redesignation are formally redesignated 4.1.c) Create an individual student reporting system (new SIS System) to report on English Learner performance/progress 4.1.d) Publish to all staff and parents English Level adjustment and re- designation calendar 4.1.e) Annually provide CELDT administration guidelines to sites. 4.1.f) Identify and implement a standard Spanish language assessment for Bilingual and Two-way Immersion programs as a resource for informing instruction and monitoring academic progress
4.2 Develop guidelines for appropriate monitoring of EL students	4.2.a) Provide necessary resources and strategies to sites to adequately monitor English Learners across the district 4.2.b) Provide training to implement appropriate monitoring of English Learners

5. Structured English Immersion (SEI) Program – Programs for English Learners at the Beginning, Early Intermediate, and Intermediate English Language Development (ELD)

An English language classroom is the placement for ELs in California, unless a Parental Exception Waiver is granted for an alternative program. There are two types of English Learner classrooms: Structured English Immersion (SEI) and English Language Mainstream (ELM). SEI classrooms are designed for students with "less than reasonable fluency", typically ELs scoring at the Beginning to Intermediate levels on the CELDT are considered to have "less than reasonable fluency". These recommendations will ensure the FUSD Structured English Immersion program is consistent and systematically implemented throughout the district.

Recommendation	Actions
5.1 Refine the model for Structured English Immersion Programs PreK-6 and 7-12	5.1.a) Revise the SEI Program in the Master Plan for English Learners to make it more concise and understandable to all stakeholders. Areas for revision: • Reexamine the use of all resources currently allocated • Expectations for classroom teachers' use of instructional strategies including how to effectively instruct EL students at level 1,2,3 with or without the support of a BIA • Expectations for assessments both formative and summative • Expectations for student progress by grade and ELD level • SEI and all descriptors (glossary of terms: ELD levels, mainstream, etc.)
5.2 Clearly communicate the district-wide model for Structured English Immersion	5.2.a) Provide ongoing training through district leader meetings and the Board of Education in the form of Board Workshops on the FUSD English Learner Program and Current status of English Learners 5.2.b) Provide training for teachers and site administrators 5.2.c) Update the district's EL website with the following: essential components of SEI, best practices, research, etc.
5.3 Implement the district-wide model for Structured English Immersion	5.3.a) Identify Specially Designed Academic Instruction in English (SDAIE) strategies that will be used district-wide 5.3.b) Train teachers and administrators to use the identified strategies 5.3.c) Provide coaching support to teachers and administrators to use the identified strategies 5.3.d) Supervise implementation of identified strategies
5.4 Create a district-wide culture that values EL students	5.4.a) Following the Cycle of Continuous Improvement, regularly review program effectiveness by publicly presenting data, reviewing data, discussing that data with multiple stakeholders for the purpose of revision, implementation, and improvement 5.4.b) Prioritize English Learner student needs when allocating all resources such as master scheduling, teacher assignments, support staff, funding, etc.

6. Additional Programs –Mainstream [for ELD 3, 4, and 5], Dual Immersion [available to all students], and Bilingual Programs [available to English Learners in Elementary School]

Additional instructional programs, also referred to as alternative programs, are instructional programs that include instruction in the students' primary language. In FUSD the additional programs are Mainstream [for ELD 3, 4, and 5], Dual Immersion [available to all students], and Bilingual Programs [available to English Learners in Elementary School]. Parents may request placement into this programs by using the Parental Exception Waiver form. The following recommendations will ensure FUSD additional programs are consistent and systematically implemented throughout the district.

Recommendation	Actions
6.1 Refine models for mainstream, dual immersion, and bilingual programs	6.1.a) Revise the additional programs in the Master Plan, (2005 Version) for English Learners to make it more concise and understandable to all stakeholders. Areas of revision: • Sequence of courses and placement for mainstreamed students • Essential components for Dual Immersion • Essential components for Bilingual Program • Expectations for classroom teachers on how to provide access to the core curriculum to EL students at levels 3,4, and 5 • Expectations for assessments both formative and summative • Expectations for student progress by grade level and ELD level
6.2 Clearly communicate the district-wide models and program placement guidelines for the additional programs	6.2.a) Provide ongoing training through district leader meetings and the Board of Education in the form of Board Workshops on the FUSD English Learner Program and Current status of English Learners 6.2.b) Provide training for teachers and site administrators 6.2.c) Provide professional development for Dual Immersion and Bilingual Program teachers on Spanish English Transfer (SET). 6.2.d) Implement recommendations from the FUSD *Transitioning to English Committee Repost for grades Kindergarten – Sixth* (Bilingual Programs) November 2002 6.2.e) Update the district's EL website with the following: essential components of each program, best practices, research, etc. 6.2.e) Provide information and program options to families
6.3 Implement the district-wide models for these additional programs	6.3.a) Identify SDAIE strategies that will be used district-wide 6.3.b) Train teachers and administrators to use the identified strategies 6.3.c) Provide coaching support to teachers and administrators to use the identified strategies 6.3d) Supervise implementation of identified strategies
6.4 Create a Dual Immersion pathway for secondary schools	6.4.a) Identify a middle and high school and prepare a plan to implement this program

7. Community Engagement – Collaborate with parents and other stakeholders and keep them informed about the District's work on behalf of students

A strong partnership between the district, parents, and community members is critical in the education of English Learners. The following recommendations will provide a pathway to extend communication and collaboration, as well as provide parents the necessary training opportunities for parents.

Recommendation	Actions
7.1 Communicate to EL students and their families the process for identification and program options for English Learners	7.1.a) Communicate the stages of English language development 7.1.b) Explain the expectations for annual progress and progression in the EL program 7.1.c) Communicate monitoring, placement, and program system to families in an on-going, sustained format
7.2 Communicate to EL students and their families how to be a career ready graduate	7.2.a) Collaborate between content areas and EL services 7.2.b) Provide information including course selection, graduation requirements, college preparation, etc. 7.2.c) Use a variety of communication tools such as: workshops, training, written communications, teleparent, websites, etc.
7.3 Develop culturally sensitive and linguistically appropriate communication materials in home languages for EL families	7.3.a) Identify and develop key communication materials to be distributed in the pertinent languages to E L families.
7.4 Create a culture of trust and collaboration between FUSD and EL families and develop strategies for schools to do the same	7.4.a) Develop strategies to build a positive culture among all stakeholders.
7.5 Align recommendations of Workplace Readiness and Career Technical Education Task Force	7.5.a) Focus specifically on adult school programs that address the needs of English Learners, including students, adults, and community members.
7.6 Expand parent training across the entire District	7.6.a) Coordinate with Parent Institute for Quality Education (PIQE), or other parent education programs. 7.6.b) Provide template power point presentations and materials to schools to deliver training at sites to school community.
7.7 Establish and sustain model programs in the district	7.7.a) Communicate model programs' success to solicit broad-based community support and sustained funding.

VI. Conclusion

Over the last four years, English Learners in Fresno Unified School District made incremental academic progress in acquiring English language proficiency and mathematics. While this achievement data is encouraging, it is evident that the programs and services currently being provided are insufficient to accelerate the learning of English Learners if they are expected to be fully prepared to succeed academically and professionally after they graduate from FUSD.

The success of English Learners can be increased through a collaborative effort to provide more effective services and programs. The district already set high expectations for academic achievement with the District's Core Beliefs and Commitments and District Goals and by making the education of English Learners a priority. Professional learning needs to be available to prepare teachers and other staff to provide instruction using research-based strategies geared for second language acquisition, providing access to core content and grade level standards through the use of Specially Designed Academic Instruction in English (SDAIE). Parent groups support district endeavors to reach out and encourage more families of English Learners to become involved in their children's education. Through this concerted approach, the district places a high value on English Learners, their languages, and their culture.

The reoccurring themes that emerged through all the English Learner Task Force discussions and in the research presented is that there is a need for shared ownership to support all English Learners. It is with this spirit of inclusiveness that the Task Force presents specific recommendations in seven major areas:

1. Structured English Immersion Program
2. Additional Programs
3. Effective Teaching Practices
4. Professional Learning
5. Student Placement System
6. Student Monitoring
7. Community and Parent Involvement

In their publication, *Rethinking English Language Instruction: An Architectural Approach*, February 2002, Susana Dutro and Carrol Moran summarized the need to focus on explicit instruction.

> *English language learners face tremendous challenges... and each student deserves thoughtful, rigorous, and well-designed instruction that is targeted to his or her level of language proficiency....*

These recommendations provide a framework by which district and site personnel can jointly address the specific and varying needs of all English Learners. The implementation of these recommendations will give all staff members throughout Fresno Unified School District opportunities to demonstrate a strong commitment to our English Learners through education and ensure all students graduate career ready.

VII. Appendices

A. Glossary: From A to Z

Academic Language/Academic English: Academic Language or Academic English is the variety of English used in academic settings. It differs from everyday speech and conversation. It is the language we use in texts and in formal writing. Academic English proficiency requires that students use linguistic skill to interpret and infer meaning from oral and written language, discern precise meaning and information from text, communicate concepts and information, recognize language conventions used in various genres, and manipulate language for different purposes.

AVID: Advancement Via Individual Determination

Blueprint: Proposed by Susana Dutro and Carrol Moran, "blueprint" refers to a graphic plan for teaching academic English, literacy, content, and higher learning throughout the day. The blueprint includes three components:
1. Systematic ELD which refers to teaching English as its own discipline, following a developmental scope and sequence of language skills that build from simple to complex structures ranging from everyday to academic language functions.
2. Frontloading (A Focused Approach), which focuses on language instruction preceding a context lesson.
3. "Teachable moment" which refers to the utilization of opportunities to use precise language when an unanticipated need for a word arises.

CELDT (California English Language Development Test): CELDT is a statewide test for English Learners first used in May of 2001. All students whose enrollment forms indicate that a language other than English is or was used by the child, or in the home are tested initially. If the student is then classified as an English Learner, the student is tested annually until he/she is redesignated as Fluent English Proficient.

CLAD / BCLAD Credential (Cross-cultural, Language and Academic Development/ Bilingual, Cross-cultural, Language and Academic Development): This is the credential given to teachers who have successfully completed the Bilingual Teacher Training Program.

CST (California Standards Test): This is a state assessment that is administered to students in grades 2-11 to assess the mastery of grade level standards in English language arts and mathematics.

DELAC (District English Learners Advisory Committee): If a district has 50 or more English Language Learners, the district must have a functioning advisory committee at the district level that consists of representatives from schools in the district. A majority of the members of the committee must be parents of students who are English Learners.

ELDA (English Language Development Assessment: This is a district benchmark assessment that is administered to English Learners in grades 1-11 to assess the progress in learning English literacy.

ELD (English Language Development): ELD is a program of English instruction for students whose first language is other than English. This term has replaced the term English as a Second Language or English as a Foreign Language.

EL (English Learners): ELs are students whose native language is other than English and who have not yet achieved proficiency in the English Language. The acronym EL for English Learner is also used.

Experts:
- **Dr. Kenji Hakuta:** Experimental Psycholinguist Stanford University who wrote: *Similar Students, Different Results*. This article refers to a study of 237 schools that serve English Learners that come from similar backgrounds and have similar academic needs, but some schools are having more success than others.
- **Dr. Kevin Feldman:** Director of Reading and Early Intervention Sonoma County Office of Education and Professor of Special Education in Sonoma State University author of *Report of the California Special Ed. Reading Task Force, They Can All Read: Linking Research to Practice with Struggling Readers.*

- **Dr. Kate Kinsella:** Professor at San Francisco State University and co-author of *READ 180 Intervention Program* and *the Lbook,* oral language instruction for English Learners.
- **Susana Dutro:** Founder of E.L. Achieve and author of *A Focused Approach to Frontloading Instruction for English Learners*, *Systematic ELD,* and other teaching resources.
- **Dr. Robert Linquanti:** Project Director and Senior Research Associate with the Region XI Northern California Comprehensive Assistance Center and the Western Regional Educational Laboratory, both at WestEd. He helps states, districts, and schools to improve their assessment, evaluation, and accountability policies and systems for English Learners. Most recently, he assisted the California Department of Education in analyzing California English Language Development Test data and in developing policy recommendations for implementing No Child Left Behind, Title III.

FEP (Fluent English Proficient): When a second language student can demonstrate English-language proficiency comparable to that of the average native speaker and can participate equally with average native speakers in the school's regular instructional program, he/she is classified as FEP.

Frontloading: This term comes from the investment world. Frontloading of English Language Development involves pre-teaching structures and vocabulary that students need in order for them to engage in upcoming content lessons. (Susana Dutro and Carrol Moran 2002.)

High Point: High Point, published by Hampton-Brown, is the state and district adopted English Learners' curriculum used in grade 7 and 8 in Fresno Unified School District.

Interim Assessments: These periodic assessments tend to be assessments of learning that are retrospective accounts of past performances. They promote reactive planning. Examples may include chapter tests, unit tests, or finals/semester tests.

Linguistic Competence/Performance: Noam Chomsky, The American linguist, coined these two terms. Competence is the knowledge of language you have stored in your head, and performance is what you can do with the linguistic knowledge you have. Dell Hymes defined linguistic competence as knowledge "about" language rules and forms; and communicative competence as the knowledge that enables a person to communicate functionally and interactively.

Progress Monitoring/Classroom Assessments: These assessments tend to be for learning used as an improvement tool, i.e. information used by a teacher and students to ensure students succeed with a grade of C or above. They promote proactive planning and provide a continuous flow of evidence. Examples may include quickwrites, daily quizzes, posing and responding to questions, or teacher observations.

RFEP (Redesignated Fluent-English Proficient): Students who demonstrate English proficiency comparable to native English speakers and participate with them equally in all regular subjects and activities are redesignated as Fluent English Proficient.

SDAIE (Specially Designed Academic Instruction in English): SDAIE, sometimes referred to as sheltered instruction, is a programmatic requirement for all English Learners. It is a process, or a way of organizing the learning environment, to allow students who are in the process of developing English proficiency to access grade-level content while simultaneously developing academic English language skills. It is *not* an alternative to primary language instruction, but a complement to it. The caveat in the approach is that a student gets out of it what he/she brings to the lesson in terms of prior knowledge about the grade-level topics.

SIOP (Sheltered Instruction Observation Protocol): This is the title of a comprehensive, well-articulated model of instruction for preparing teachers to work with English Learners. The model provides a protocol model for lesson planning and implementation that provides English Learners with access to grade level content standards.

Teachable Moment: This term refers to the use of any opportunity to use "precise language to fill a specific, unanticipated need for a word or way to express a thought or idea." It involves "providing the next language skill needed to carry out a task or respond to an impromptu stimulus, like using a thunderstorm to stimulate a discussion about weather." Susana Dutro and Carrol Moran, 2002.

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C.   English Learners Task Force Members

Cabinet Members:
- Elva Coronado, Assistant Superintendent, Elementary Education
- Chris Evans, Assistant Superintendent, Secondary Education 9-12
- Nancy Akhavan, Assistant Superintendent, Secondary Education 7-8
- Mabel Franks, Assistant Superintendent, Special education

Co-Chairs:
- María W. Maldonado, Assistant Superintendent, English Learner Services
- Cindy Tucker, Associate Superintendent, School Support Services

District Representatives:
- Val Hogwood, Director, Curriculum and Professional Development
- Katie McWalters, ELA Coordinator, Secondary
- Delia Nuño, ELA Coordinator, Elementary
- Ben Atitya, Analyst, Research, Evaluation, and Assessment
- Marisa Favila, EL/ELD Instructional Coach, Elementary
- Amanda Peterson, ELD Coordinator, Secondary
- Debra Davis Garriot, Regional Support Specialist, Special Education
- Felicia Quarles Treadwell, ELD Coordinator, elementary
- Patricia Wolf-Kincade, Instructional Coach, Elementary
- Wendy McCormick, EL/ELD Instructional Coach, English Learner Services
- Dolores O'Neal, Coordinator, Early Childhood Education
- Xee Yang, Manager, Community/Family Engagement Network
- Miguel Arias, Constituent Services

Site Administrators:
- Kay Davis, Principal, Forkner Elementary
- Ed Gomes, Principal, Jefferson Elementary
- Misty Her, Principal, Burroughs Elementary School
- Rosario Sanchez, Principal, Lincoln Elementary
- Deborah Schlueter, Principal, Fremont Elementary School
- Jan Zoller, Principal, Leavenworth Elementary School
- Michael Ribera, Sequoia Middle School
- Bryan Wells, Principal, Ninth Grade Academy, Roosevelt High School

Teachers:
- Lou Xiong, Fifth Grade, Balderas Elementary
- Kali Isom-Acosta, Instructional Coach, Calwa Elementary
- Julie Schrey, First Grade, Forkner
- Sonia Jauregui, Kindergarten, Jackson Elementary
- Mercedes Torres, Instructional Coach, Lane Elementary
- Rosanna Iraheta, Second Grade, Leavenworth Elementary
- Celia Lemesurier, Intervention Teacher, Lincoln Elementary
- Nancy Horn, Teacher on Special Assignment, Project Access
- Deanna Mathies, Teacher on Special Assignment, Curriculum& Professional Development
- Maria Ramirez-Rivera, Kindergarten, Sunset

- Alicia Estrada Correa, ELA 7th & 8th Grade, Tioga Middle School
- Dan Guerrero, Kindergarten, Wolters
- Greg Jacoby, Math Coach
- Wendy McCormick, ELD Coach

Bilingual Instructional Assistant
- Rosa Godinez, Jackson Elementary

Parents:
- Margarita Caballero, Powers Elementary
- Laura Franklin, Balderas Elementary
- Juan Gonzalez, Balderas Elementary
- Javier Moreno, Mayfair Elementary & Yosemite Middle School & McLane High
- Jacinta Moreno, Mayfair Elementary & Yosemite Middle School & McLane High
- Lydia Guadarrama, Edison High School
- Estella Ossieladia, Hoover High School
- See Vue, Fresno High, Cooper & Wawona Middle School & Slater Elementary
- Pa Vang, Fresno High and Cooper Middle School
- Sengouthay Mykhan, Duncan High
- Oscar Cartela, Calwa Elementary & Terronez Middle School
- Velia C. Rubio, Wishon Elementary
- Poor Chor Lor, Olmos Elementary, Kings Canyon Middle School

Community Members
- Venancio Gaona, Fresno City College
- Dr. Alfredo Cuellar, California State University, Fresno

FUSD Board of Education Member
- Dr. Tony Vang

Central Valley Foundation
- Annette Leiffer

D. Timeline

Meeting Dates	Objectives / Topics
November 10, 2008	• Welcome by Superintendent • Purpose • Outcomes • Current Data • Role of Members /Personal Commitments
December 1, 2008	<u>Build Taskforce Members Knowledge</u> • Review research (provide executive summaries) • Deeper data analysis
December 8, 2008	<u>Build Taskforce Members Knowledge</u> • Guest speaker: Dr. Kenji Hakuta
January 20, 2009	<u>Review New CELDT Data</u> <u>School Visitations</u> • Site visits in pairs scheduled in January and February
February 2, 2009	<u>Report back findings and Begin Synthesizing Implications</u> <u>Build Taskforce Members Knowledge</u> • Guest speaker: Kevin Feldman
March 2, 2009	<u>Report back findings and Begin Synthesizing Implications</u> <u>Build Taskforce Members Knowledge</u> • Guest speaker: Dr. Kate Kinsella • Report on site visitation findings
March 16, 2009	Develop problem statements and initiate problem solving process (root cause analysis, proposed solutions, etc.) <u>Build Taskforce Members Knowledge</u> • Guest speaker: Susana Dutro
March 30, 2009	Draft and Build Consensus for Recommendations <u>Build Taskforce Members Knowledge</u> • Guest speaker: Robert Linquanti
April 6, 2009	Superintendent's English Learners Task Force Recommendations to Cabinet
May 4, 2009	<u>Build Taskforce Members Knowledge</u> • English Learner School Level Tool –School's Self Assessment Survey -Results
May 26, 2009	Review of Superintendent's English Learners Task Force Recommendations presentation to the FUSD Board of Education

E. FUSD Goals, Core Beliefs, and Roadmap to Excellence

District Goals

2008 2013

Fresno Unified School District

1. All students will excel in reading, writing, and math
2. All students will engage in arts, activities, and athletics
3. All students will demonstrate the character and competencies for workplace success
4. All students will stay in school on target to graduate

Core Beliefs

Fresno Unified School District

Student Learning
Every student can and must learn at grade level and beyond.

High Quality Instruction
Teachers must demonstrate the ability and desire to educate each child at a high level.

Leadership
Leaders must perform courageously and ethically to accomplish stated goals.

Safety
A safe learning and working environment is crucial to student learning.

Culture
Fresno Unified is a place where:
- diversity is valued;
- educational excellence and equity are expected;
- individual responsibility and participation by all is required;
- collaborative adult relationships are essential; and
- parents, students and the community as a whole are vital partners.

Roadmap to Excellence 2008-2013

Fresno Unified School District

- Career-Ready Graduates
- Annual Targets (Performance and Process)
- District Improvement Action Plan / Single Plan for Student Achievement
- Fresno Unified School District Goals
- Board Core Beliefs and Commitments
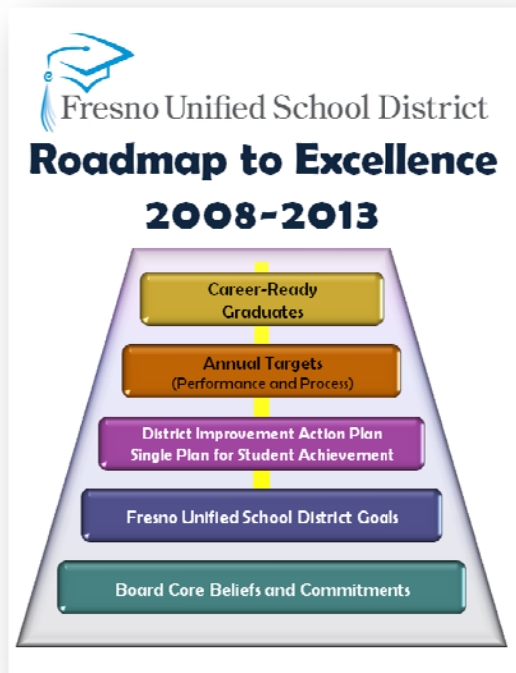
F. CDE English learner School Level Tool (EL – SLT)

DIRECTIONS: Please rate each of the following program items for your school. Items with three (3) asterisks (***) may not apply to your school; these items may be skipped.

1336	186784

1.0. Instructional Program

	Strongly Disagree	Disagree	Agree	Strongly Agree	1_2	186784
					1337	

	Strongly Disagree	Disagree	Agree			
1.a. ELs have DAILY access to a core Reading/Language Arts (R/LA) program (E/M) or standards-aligned English/language arts textbooks (HS). Students identified for intensive intervention have access to materials at their assessed level of need.	⦿ Strongly Disagree	◌ Disagree	◌ Agree	◌ Strongly Agree 1_3 186784 1338		
1.b. The school has implemented an effective research-based literacy plan for ELs.	◌ Strongly Disagree	◌ Disagree	◌ Agree	◌ Strongly Agree 1_4 186784 1339		
1.c. ELs have DAILY access to a core mathematics program (E/M) or standards-aligned mathematics textbooks (HS).	◌ Strongly Disagree	◌ Disagree	◌ Agree	◌ Strongly Agree 1_5 186784 1340		
1.d. ELs receive systematic instruction in English Language Development (ELD) targeted to their proficiency levels.	◌ Strongly Disagree	◌ Disagree	◌ Agree	◌ Strongly Agree 1_6 186784 1341		
1.e. ELs receive ELD, Specially Designed Academic Instruction in English (SDAIE), and/or Primary	◌ Strongly Disagree	◌ Disagree	◌ Agree	◌ Strongly Agree 1_7 186784 1342		

Language instruction based on each student's assessed language and academic needs and program enrollment.			
1.f. The most recent R/LA, reading intervention, and mathematics State Board of Education (SBE)-adopted (standards aligned grades nine through twelve [9-12]) materials, including Universal Access and ELD components appropriate for ELs, are used daily.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	1_8	186784	1343
1.g. Standards aligned supplemental ELD materials are used in classroom instruction (e.g., Assembly Bill 1802).	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	1_9	186784	1344
1.h. The criteria for placing ELs in ELD and SDAIE classes at the secondary level are explicit and used.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	1_10	186784	1345
1.i. The school uses specific instructional strategies to help ELs progress beyond the intermediate proficiency level on the California English Language Development Test (CELDT).	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	1_11	186784	1346
1.j. The school uses specific instructional strategies to help long-term ELs meet all criteria for reclassification to fluent-English proficient (FEP)	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	1_12	186784	1347

status.

1.k. Differentiated instruction focuses on both the identified language proficiency and academic needs of ELs in R/LA, reading intervention, mathematics, and mathematics intervention.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree

	1_13	186784
	1348	

1.l. Teachers have explicit, high expectations for ELs' linguistic and academic progress and achievement.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree

	1_14	186784
	1349	

1.m. The curriculum is academically challenging for ELs.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree

	1_15	186784
	1423	

1.n. ***The school has implemented an effective research-based literacy (biliteracy) plan for alternative programs.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree

1371	186784

2.0. Instructional Time

	Strongly Agree	2_2	186784
		1373	

	Strongly Disagree	Disagree	Agree	
2.a. ***E and M ELs receive the appropriate amount of instructional time in the R/LA program on a daily basis as defined by the state framework.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree

	2_3	186784
	1374	

2.b. ***E and M ELs receive the appropriate amount of instructional time in the mathematics program on a daily basis as defined by the state framework.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree

	2_4	186784
	1375	

2.c. ***E and M ELs enrolled in intervention reading programs receive the appropriate amount of instructional time in the intervention daily based on individual student assessed needs.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	2_5 / 1376	186784
2.d. ***E and M ELs enrolled in the intervention mathematics program receive the appropriate amount of instructional time in the intervention daily based on individual student assessed needs.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	2_6 / 1377	186784
2.e. ***HS ELs have the appropriate amount of instructional time to master the required skills to pass the language arts and writing components of the California High School Exit Exam (CAHSEE).	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	2_7 / 1378	186784
2.f. ***HS ELs have the appropriate amount of instructional time to master the required skills to pass the mathematics component of the CAHSEE.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	2_8 / 1424	186784
2.g. Time is allocated during the regular	☐ Strongly	☐ Disagree	☐ Agree	☐ Strongly Agree	2_9	186784

	Strongly Disagree	Disagree	Agree	Strongly Agree		
school day for ELs to receive systematic ELD instruction.		Disagree			1372	
2.h. ***The master schedule in departmentalized settings accommodates the needs of ELs (e.g., rigorous ELD and SDAIE content area courses are offered).	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	2_10 / 1425	186784
2.i. Additional ELD instructional time is provided based on assessed language needs and English proficiency levels. Note: The 2008 R/LA Framework publishers' criteria requires instructional materials providing for one hour of ELD instruction daily.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	2_11 / 1379	186784
2.j. ***Alternative programs provide primary language instruction for the appropriate amounts of time as specified by program design (e.g., 90/10, 50/50, Transitional Bilingual Education [TBE], etc.).	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree		

1380	186784

3.0. Principals' Instructional Leadership Training

	Strongly Disagree	Disagree	Agree	Strongly Agree		
				Strongly Agree	3_2 / 1381	186784
3.a. The school principal and vice-principal	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	3_3 / 1382	186784

|				
have completed AB 75 or AB 430 training in order to provide appropriate instructional leadership for EL programs in ELD, R/LA, reading and mathematics interventions, and mathematics adoptions, when available.				
3.b. The principal and vice-principal have completed training on the implementation of EL programs, principles of second language acquisition, current EL research, catch-up and acceleration plans, EL pedagogy, and methods of high quality instruction, when available.	⃝ Strongly Disagree	⃝ Disagree	⃝ Agree	⃝ Strongly Agree 3_4 186784 1383
3.c. The principal and vice-principal have completed training on the use of classroom observational tools for ELD and SDAIE instruction.	⃝ Strongly Disagree	⃝ Disagree	⃝ Agree	⃝ Strongly Agree 3_5 186784 1426
3.d. ***School administrators implementing alternative programs are knowledgeable of research on bilingual	⃝ Strongly Disagree	⃝ Disagree	⃝ Agree	⃝ Strongly Agree
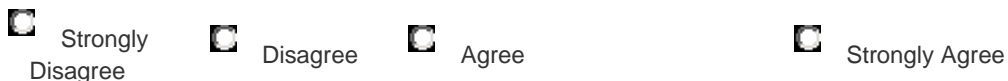
instructional programs and use tools to actively monitor the effectiveness of programs (e.g., Evaluator's Toolkit for Dual Language Programs).

1386	186784

4.0. Credentialed Teachers and Professional Development Opportunity

| | | Strongly Agree | 4_2 | 186784 |
| | | | 1387 | |

	Strongly Disagree	Disagree	Agree			
4.a. All ELs are taught by teachers with the appropriate ELD and SDAIE authorization.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree	4_3 / 1388	186784
4.b. All ELD, R/LA, and mathematics teachers are provided Senate Bill 472 EL follow-up professional development when available.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree	4_4 / 1389	186784
4.c. All teachers are provided training in ELD, academic literacy for ELs, and SDAIE.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree	4_5 / 1390	186784
4.d. All the school's paraprofessionals/ instructional aides who work with ELs receive specific training in curriculum, instructional methods, and interventions appropriate for ELs.	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree	4_6 / 1427	186784
4.e. ***All ELs in alternative programs are taught by fluent and appropriately-authorized	⬚ Strongly Disagree	⬚ Disagree	⬚ Agree	⬚ Strongly Agree		

Bilingual Cross-Cultural Language and Academic Development (BCLAD) teachers.				

1394	186784

5.0. Student Achievement Monitoring System

	Strongly Disagree	Disagree	Agree	Strongly Agree
				5_2 / 186784 / 1395
5.a. A school-wide assessment plan is based on the instructional programs in place and is strictly adhered to, including, but not limited to, the California Standards Test (CST), CELDT, Aprenda/Standards-based Test in Spanish (STS), and CAHSEE.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree / 5_3 / 186784 / 1396
5.b. Curriculum-embedded assessments are used for placement and ongoing monitoring of ELs' progress in ELD, R/LA, and mathematics.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree / 5_4 / 186784 / 1397
5.c. Teachers use the information from ongoing assessments to plan and provide instruction based on student language proficiency and academic performance levels.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree / 5_5 / 186784 / 1398
5.d. Students are monitored to achieve AMAO progress and proficiency goals on the CELDT each school year.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree

1399	186784

6.0. Ongoing Instructional Assistance and Support for Teachers

	6_2	186784
Strongly Agree	1400	

	Strongly Disagree	**Disagree**	**Agree**			
6.a. Content experts and coaches knowledgeable in ELD and SDAIE support and assist teachers instructing ELs in ELD.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	6_3 / 1401	186784
6.b. Content experts and coaches knowledgeable in ELD and SDAIE support and assist teachers instructing ELs in R/LA.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	6_4 / 1402	186784
6.c. Content experts and coaches knowledgeable in ELD and SDAIE support and assist teachers instructing ELs in mathematics.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree		

1405	186784

7.0. Monthly Collaboration for Teachers by Grade Level or Department

	7_2	186784
Strongly Agree	1406	

	Strongly Disagree	**Disagree**	**Agree**			
7.a. ELD and R/LA teachers collaborate to review assessment data and plan instruction for ELs.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	7_3 / 1407	186784
7.b. ELD and mathematics teachers collaborate to plan instruction for ELs.	☐ Strongly Disagree	☐ Disagree	☐ Agree	☐ Strongly Agree	7_4 / 1408	186784

| 7.c. ELD teachers are included in grade level/department meetings. | ⊙ Strongly Disagree | ⊙ Disagree | ⊙ Agree | ⊙ Strongly Agree | 7_5 | 186784 |
| | | | | | 1409 | |

| 7.d. Structures or schedules are organized and supported to assure adequate time for staff collaboration regarding instruction for ELs. | ⊙ Strongly Disagree | ⊙ Disagree | ⊙ Agree | ⊙ Strongly Agree | 7_6 | 186784 |
| | | | | | 1410 | |

| 7.e. ELD and R/LA teachers meet regularly to monitor student achievement using formative assessments to plan instruction. | ⊙ Strongly Disagree | ⊙ Disagree | ⊙ Agree | ⊙ Strongly Agree | 7_7 | 186784 |
| | | | | | 1428 | |

| 7.f. ***Alternative program teachers collaborate with SEI and ELM teachers to ensure consistency between programs. | ⊙ Strongly Disagree | ⊙ Disagree | ⊙ Agree | ⊙ Strongly Agree |

| 1413 | 186784 |

8.0. Lesson Pacing Schedule and Intervention

Strongly Agree | 8_2 | 186784 |
| 1414 |

| | **Strongly Disagree** | **Disagree** | **Agree** | |

| 8.a. The school's R/LA and mathematics pacing schedule takes into account the differentiated instruction necessary to target students' English | ⊙ Strongly Disagree | ⊙ Disagree | ⊙ Agree | ⊙ Strongly Agree | 8_3 | 186784 |
| | | | | | 1415 | |

proficiency levels.				
8.b. Pacing schedules for ELD instruction are used throughout the school.	⊙ Strongly Disagree	⊙ Disagree	⊙ Agree	⊙ Strongly Agree

8_4	186784
1416	

8.c. Intervention programs are offered to all 9-12 EL students unable to pass any part of the CAHSEE.	⊙ Strongly Disagree	⊙ Disagree	⊙ Agree	⊙ Strongly Agree

8_5	186784
1429	

8.d. ***Alternative programs have provisions in place to keep ELs on pace with the R/LA and mathematics pacing schedule, regardless of language of instruction.	⊙ Strongly Disagree	⊙ Disagree	⊙ Agree	⊙ Strongly Agree

1419	186784

9.0. Fiscal Support

Strongly Agree

9_2	186784
1420	

	Strongly Disagree	Disagree	Agree	
9.a. General and categorical funds are used to support the academic needs of ELs in the areas of ELD, R/LA, and mathematics.	⊙ Strongly Disagree	⊙ Disagree	⊙ Agree	⊙ Strongly Agree

9_3	186784
1421	

9.b. The school budget fully supports the	⊙ Strongly Disagree	⊙ Disagree	⊙ Agree	⊙ Strongly Agree

9_4	186784
1422	

identified needs of ELs.			
9.c. A portion of the budget is allocated to staff (e.g., additional teaching support, coaching, aides, professional development, etc.) that are engaged in activities required to address the needs of ELs.	☐ Strongly Disagree	☐ Disagree	☐ Agree ☐ Strongly Agree